

## Ridgeland Elementary

3774 Bees Creek Road  
Ridgeland, S.C. 29936

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | PK-4 Elementary School |              |
| <b>Enrollment</b>     | 873 Students           |              |
| <b>Principal</b>      | Cornelia Hall          | 843-717-1300 |
| <b>Superintendent</b> | Dr. William Singleton  | 843-717-1100 |
| <b>Board Chair</b>    | Mrs. Kathleen Snooks   | 843-726-8063 |

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

## BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 1         | 7    | 16      | 64            | 37             |

## IMPROVEMENT RATING

## UNSATISFACTORY

## ADEQUATE YEARLY PROGRESS

## NO

This school met 14 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

|             | <b>Absolute Rating</b> | <b>Improvement Rating</b> | <b>Adequate Yearly Progress</b> |
|-------------|------------------------|---------------------------|---------------------------------|
| <b>2003</b> | Average                | Average                   | No                              |
| <b>2004</b> | Average                | Unsatisfactory            | No                              |
| <b>2005</b> | Average                | Unsatisfactory            | No                              |
| <b>2006</b> | Below Average          | Unsatisfactory            | No                              |

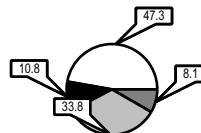
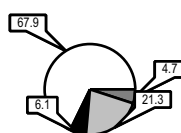
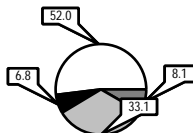
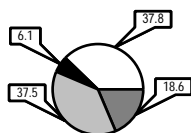
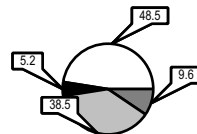
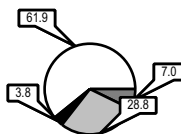
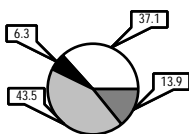
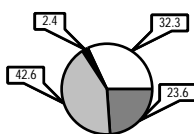
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

95.3%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

|  |                    |   |
|--|--------------------|---|
|  | <b>Advanced</b>    | Very high score; very well prepared to work at next grade level; exceeded expectations  |
|  | <b>Proficient</b>  | Well prepared to work at next grade level; met expectations   |
|  | <b>Basic</b>       | Met standards; minimally prepared, can go to next grade level   |
|  | <b>Below Basic</b> | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

|  | Enrollment 1 <sup>st</sup><br>Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and<br>Advanced (adj.) | Performance<br>Objective Met | Participation<br>Objective Met |
|--|--|----------|---------------|---------|--------------|------------|-------------------------------------|------------------------------|--------------------------------|
| <b>English/Language Arts – State Performance Objective = 38.2%</b> |  |          |               |         |              |            |                                     |                              |                                |
| All Students   | 334  | 98.8     | 36.8          | 37.1    | 18.4         | 7.7        | 32.1                                | Yes                          | Yes                            |
| <b>Gender</b>  |  |          |               |         |              |            |                                     |                              |                                |
| Male   | 167  | 98.8     | 44.7          | 40.8    | 7.2          | 7.2        | 23.7                                | N/A                          | N/A                            |
| Female   | 167  | 98.8     | 28.6          | 33.3    | 29.9         | 8.2        | 40.8                                | N/A                          | N/A                            |
| <b>Racial/Ethnic Group</b>   |  |          |               |         |              |            |                                     |                              |                                |
| White  | 45   | 97.8     | 41.2          | 20.6    | 32.4         | 5.9        | 44.1                                | I/S                          | Yes                            |
| African American   | 253  | 99.2     | 35.8          | 40.1    | 15.5         | 8.6        | 30.6                                | Yes                          | Yes                            |
| Asian/Pacific Islander   | 1  | 100.0    | I/S           | I/S     | I/S          | I/S        | I/S                                 | I/S                          | I/S                            |
| Hispanic   | 35   | 97.1     | 40.6          | 34.4    | 25.0         | 0.0        | 28.1                                | I/S                          | I/S                            |
| American Indian/Alaskan  | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                                 | I/S                          | I/S                            |
| <b>Disability Status</b>   |  |          |               |         |              |            |                                     |                              |                                |
| Not Disabled   | 285  | 98.9     | 32.9          | 39.6    | 20.4         | 7.1        | 34.1                                | N/A                          | N/A                            |
| Disabled   | 49   | 98.0     | 59.1          | 22.7    | 6.8          | 11.4       | 20.5                                | I/S                          | Yes                            |
| <b>Migrant Status</b>  |  |          |               |         |              |            |                                     |                              |                                |
| Migrant  | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                                 | N/A                          | N/A                            |
| Non-Migrant  | 334  | 98.8     | 36.8          | 37.1    | 18.4         | 7.7        | 32.1                                | N/A                          | N/A                            |
| <b>English Proficiency</b>   |  |          |               |         |              |            |                                     |                              |                                |
| Limited English Proficient   | 25   | 96.0     | 45.5          | 31.8    | 22.7         | 0.0        | 27.3                                | I/S                          | I/S                            |
| Non-Limited English Proficient                                     | 309  | 99.0     | 36.1          | 37.5    | 18.1         | 8.3        | 32.5                                | N/A                          | N/A                            |
| <b>Socio-Economic Status</b>                                       |  |          |               |         |              |            |                                     |                              |                                |
| Subsidized meals   | 301  | 98.7     | 36.8          | 36.8    | 18.6         | 7.8        | 32.0                                | Yes                          | Yes                            |
| Full-pay meals   | 33   | 100.0    | 36.7          | 40.0    | 16.7         | 6.7        | 33.3                                | N/A                          | N/A                            |

|  |     |       |      |      |      |     |      |     |     |
|--|-----|-------|------|------|------|-----|------|-----|-----|
| <b>Mathematics – State Performance Objective = 36.7%</b> |     |       |      |      |      |     |      |     |     |
| All Students   | 334 | 99.1  | 52.7 | 32.3 | 8.3  | 6.7 | 21.7 | No  | Yes |
| <b>Gender</b>  |     |       |      |      |      |     |      |     |     |
| Male   | 167 | 98.8  | 58.6 | 30.3 | 6.6  | 4.6 | 17.8 | N/A | N/A |
| Female   | 167 | 99.4  | 46.6 | 34.5 | 10.1 | 8.8 | 25.7 | N/A | N/A |
| <b>Racial/Ethnic Group</b>                               |     |       |      |      |      |     |      |     |     |
| White  | 45  | 97.8  | 38.2 | 47.1 | 8.8  | 5.9 | 26.5 | I/S | Yes |
| African American   | 253 | 99.2  | 55.2 | 30.2 | 7.3  | 7.3 | 21.1 | No  | Yes |
| Asian/Pacific Islander                                   | 1   | 100.0 | I/S  | I/S  | I/S  | I/S | I/S  | I/S | I/S |
| Hispanic   | 35  | 100.0 | 51.5 | 33.3 | 12.1 | 3.0 | 18.2 | I/S | I/S |
| American Indian/Alaskan                                  | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  | I/S | I/S |
| <b>Disability Status</b>                                 |     |       |      |      |      |     |      |     |     |
| Not Disabled   | 285 | 99.3  | 49.2 | 33.6 | 9.4  | 7.8 | 24.2 | N/A | N/A |
| Disabled   | 49  | 98.0  | 72.7 | 25.0 | 2.3  | 0.0 | 6.8  | I/S | Yes |
| <b>Migrant Status</b>                                    |     |       |      |      |      |     |      |     |     |
| Migrant  | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  | N/A | N/A |
| Non-Migrant  | 334 | 99.1  | 52.7 | 32.3 | 8.3  | 6.7 | 21.7 | N/A | N/A |
| <b>English Proficiency</b>                               |     |       |      |      |      |     |      |     |     |
| Limited English Proficient                               | 25  | 100.0 | 60.9 | 26.1 | 8.7  | 4.3 | 13.0 | I/S | I/S |
| Non-Limited English Proficient                           | 309 | 99.0  | 52.0 | 32.9 | 8.3  | 6.9 | 22.4 | N/A | N/A |
| <b>Socio-Economic Status</b>                             |     |       |      |      |      |     |      |     |     |
| Subsidized meals   | 301 | 99.0  | 52.6 | 32.2 | 8.5  | 6.7 | 21.5 | No  | Yes |
| Full-pay meals   | 33  | 100.0 | 53.3 | 33.3 | 6.7  | 6.7 | 23.3 | N/A | N/A |

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

|                                | <i>Enrollment 1<sup>st</sup><br/>Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and<br/>Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| <b>Science</b>                 |   |                 |                      |                |                     |                   |                                      |
| All Students                   | 334   | 99.4            | 67.4                 | 21.6           | 4.7                 | 6.3               | 11.0                                 |
| <b>Gender</b>                  |   |                 |                      |                |                     |                   |                                      |
| Male                           | 167   | 98.8            | 69.1                 | 23.0           | 2.0                 | 5.9               | 7.9                                  |
| Female                         | 167   | 100.0           | 65.8                 | 20.1           | 7.4                 | 6.7               | 14.1                                 |
| <b>Racial/Ethnic Group</b>     |   |                 |                      |                |                     |                   |                                      |
| White                          | 45  | 100.0           | 60.0                 | 22.9           | 8.6                 | 8.6               | 17.1                                 |
| African American               | 253   | 99.2            | 69.4                 | 19.8           | 4.7                 | 6.0               | 10.8                                 |
| Asian/Pacific Islander         | 1   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S                                  |
| Hispanic                       | 35  | 100.0           | 63.6                 | 33.3           | 0.0                 | 3.0               | 3.0                                  |
| American Indian/Alaskan        | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| <b>Disability Status</b>       |   |                 |                      |                |                     |                   |                                      |
| Not Disabled                   | 285   | 99.3            | 65.2                 | 22.7           | 5.1                 | 7.0               | 12.1                                 |
| Disabled                       | 49  | 100.0           | 80.0                 | 15.6           | 2.2                 | 2.2               | 4.4                                  |
| <b>Migrant Status</b>          |   |                 |                      |                |                     |                   |                                      |
| Migrant                        | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| Non-Migrant                    | 334   | 99.4            | 67.4                 | 21.6           | 4.7                 | 6.3               | 11.0                                 |
| <b>English Proficiency</b>     |   |                 |                      |                |                     |                   |                                      |
| Limited English Proficient     | 25  | 100.0           | 65.2                 | 30.4           | 0.0                 | 4.3               | 4.3                                  |
| Non-Limited English Proficient | 309   | 99.4            | 67.6                 | 20.9           | 5.0                 | 6.5               | 11.5                                 |
| <b>Socio-Economic Status</b>   |   |                 |                      |                |                     |                   |                                      |
| Subsidized meals               | 301   | 99.3            | 67.2                 | 21.8           | 4.4                 | 6.6               | 11.1                                 |
| Full-pay meals                 | 33  | 100.0           | 70.0                 | 20.0           | 6.7                 | 3.3               | 10.0                                 |

|                                |     |       |      |      |      |      |      |
|--------------------------------|-----|-------|------|------|------|------|------|
| <b>Social Studies</b>          |     |       |      |      |      |      |      |
| All Students                   | 334 | 99.1  | 47.2 | 33.9 | 8.0  | 11.0 | 18.9 |
| <b>Gender</b>                  |     |       |      |      |      |      |      |
| Male                           | 167 | 98.8  | 50.7 | 34.9 | 5.3  | 9.2  | 14.5 |
| Female                         | 167 | 99.4  | 43.6 | 32.9 | 10.7 | 12.8 | 23.5 |
| <b>Racial/Ethnic Group</b>     |     |       |      |      |      |      |      |
| White                          | 45  | 97.8  | 54.3 | 20.0 | 8.6  | 17.1 | 25.7 |
| African American               | 253 | 99.2  | 46.1 | 35.3 | 8.2  | 10.3 | 18.5 |
| Asian/Pacific Islander         | 1   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  |
| Hispanic                       | 35  | 100.0 | 48.5 | 39.4 | 6.1  | 6.1  | 12.1 |
| American Indian/Alaskan        | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |
| <b>Disability Status</b>       |     |       |      |      |      |      |      |
| Not Disabled                   | 285 | 99.3  | 42.6 | 36.7 | 8.6  | 12.1 | 20.7 |
| Disabled                       | 49  | 98.0  | 73.3 | 17.8 | 4.4  | 4.4  | 8.9  |
| <b>Migrant Status</b>          |     |       |      |      |      |      |      |
| Migrant                        | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |
| Non-Migrant                    | 334 | 99.1  | 47.2 | 33.9 | 8.0  | 11.0 | 18.9 |
| <b>English Proficiency</b>     |     |       |      |      |      |      |      |
| Limited English Proficient     | 25  | 100.0 | 47.8 | 39.1 | 4.3  | 8.7  | 13.0 |
| Non-Limited English Proficient | 309 | 99.0  | 47.1 | 33.5 | 8.3  | 11.2 | 19.4 |
| <b>Socio-Economic Status</b>   |     |       |      |      |      |      |      |
| Subsidized meals               | 301 | 99.0  | 45.0 | 35.8 | 8.1  | 11.1 | 19.2 |
| Full-pay meals                 | 33  | 100.0 | 66.7 | 16.7 | 6.7  | 10.0 | 16.7 |

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

|                              | Grade | Enrollment 1 <sup>st</sup><br>Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and<br>Advanced |
|------------------------------|-------|--|----------|---------------|---------|--------------|------------|------------------------------|
| <b>English/Language Arts</b> |       |  |          |               |         |              |            |                              |
| 2005                         | 3     | 150  | 100.0    | 25.6          | 39.5    | 23.3         | 11.6       | 34.9                         |
|                              | 4     | 137  | 99.3     | 35.5          | 44.6    | 19.8         | 0.0        | 19.8                         |
|                              | 5     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2006                         | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 3     | 170  | 98.8     | 27.5          | 38.6    | 22.9         | 11.1       | 34.0                         |
|                              | 4     | 164  | 98.8     | 46.6          | 35.6    | 13.7         | 4.1        | 17.8                         |
|                              | 5     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2006                         | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| <b>Mathematics</b>           |       |  |          |               |         |              |            |                              |
| 2005                         | 3     | 150  | 100.0    | 29.5          | 45.0    | 16.3         | 9.3        | 25.6                         |
|                              | 4     | 137  | 99.3     | 43.0          | 39.7    | 12.4         | 5.0        | 17.4                         |
|                              | 5     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2006                         | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 3     | 170  | 99.4     | 53.9          | 26.6    | 8.4          | 11.0       | 19.5                         |
|                              | 4     | 164  | 98.8     | 51.4          | 38.4    | 8.2          | 2.1        | 10.3                         |
|                              | 5     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2006                         | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| <b>Science</b>               |       |  |          |               |         |              |            |                              |
| 2005                         | 3     | 150  | 100.0    | 50.4          | 30.2    | 7.8          | 11.6       | 19.4                         |
|                              | 4     | 137  | 99.3     | 61.2          | 28.9    | 9.1          | 0.8        | 9.9                          |
|                              | 5     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2006                         | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 3     | 170  | 99.4     | 62.3          | 19.5    | 7.1          | 11.0       | 18.2                         |
|                              | 4     | 164  | 99.4     | 72.8          | 23.8    | 2.0          | 1.4        | 3.4                          |
|                              | 5     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2006                         | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| <b>Social Studies</b>        |       |  |          |               |         |              |            |                              |
| 2005                         | 3     | 150  | 100.0    | 37.2          | 31.0    | 13.2         | 18.6       | 31.8                         |
|                              | 4     | 137  | 99.3     | 43.8          | 48.8    | 6.6          | 0.8        | 7.4                          |
|                              | 5     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2006                         | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 3     | 170  | 99.4     | 37.0          | 33.1    | 11.7         | 18.2       | 29.9                         |
|                              | 4     | 164  | 98.8     | 57.8          | 34.7    | 4.1          | 3.4        | 7.5                          |
|                              | 5     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2006                         | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

|   | <b>Our School</b> | <b>Change from Last Year</b> | <b>Elementary Schools with Students Like Ours</b> | <b>Median Elementary School</b> |
|---|-------------------|------------------------------|---|---------------------------------|
| <b>Students (n= 873)</b>  |                   |                              |   |                                 |
| First graders who attended full-day kindergarten                                | 97.1%             | Up from 55.6%                | 100.0%  | 100.0%                          |
| Retention rate  | 3.8%              | Down from 6.0%               | 4.0%  | 2.8%                            |
| Attendance rate   | 94.5%             | Down from 94.7%              | 96.2%   | 96.4%                           |
| Students with disabilities other than speech taking PACT (ELA) off grade level  | 0.3%              | Down from 12.3%              | 0.0%  | 0.0%                            |
| Students with disabilities other than speech taking PACT (Math) off grade level | 0.3%              | Down from 8.0%               | 0.0%  | 0.0%                            |
| Eligible for gifted and talented  | 5.4%              | Up from 0.7%                 | 3.8%  | 10.4%                           |
| On academic plans   | 0.0%              | N/AV                         | 48.9%   | 33.6%                           |
| On academic probation   | N/A               | N/AV                         | 2.1%  | 1.0%                            |
| With disabilities other than speech   | 6.3%              | Down from 6.9%               | 7.5%  | 7.5%                            |
| Older than usual for grade  | 1.3%              | Down from 1.6%               | 1.5%  | 0.8%                            |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses      | 0.0%              | Down from 0.8%               | 0.0%  | 0.0%                            |
| <b>Teachers (n= 59)</b>   |                   |                              |   |                                 |
| Teachers with advanced degrees  | 52.5%             | Up from 45.9%                | 52.1%   | 53.8%                           |
| Continuing contract teachers  | N/AV              |                              | N/AV  | N/AV                            |
| Classes not taught by highly qualified teachers                                 | 15.2%             | N/A                          | 5.2%  | 2.4%                            |
| Teachers with emergency or provisional certificates                             | 9.1%              | Down from 16.3%              | 3.3%  | 0.0%                            |
| Teachers returning from previous year   | 79.8%             | Up from 79.1%                | 83.1%   | 87.3%                           |
| Teacher attendance rate   | 90.3%             | Down from 92.0%              | 94.5%   | 94.9%                           |
| Average teacher salary  | \$37,565          | Down 1.0%                    | \$41,503  | \$42,485                        |
| Prof. development days/teacher  | 15.4 days         | Up from 9.2 days             | 14.9 days   | 13.3 days                       |
| <b>School</b>   |                   |                              |   |                                 |
| Principal's years at school   | 1.0               | Up from 0.0                  | 4.0   | 4.0                             |
| Student-teacher ratio in core subjects  | 15.5 to 1         | Down from 15.7 to 1          | 16.4 to 1   | 18.6 to 1                       |
| Prime instructional time  | 81.4%             | Down from 84.2%              | 88.2%   | 89.7%                           |
| Dollars spent per pupil*  | \$5,823           | Down 3.0%                    | \$7,897   | \$6,557                         |
| Percent of expenditures for teacher salaries*                                   | 65.3%             | Down from 68.5%              | 59.9%   | 64.0%                           |
| Percent of expenditures for instruction*  | 74.6%             |                              | 68.0%   | 69.1%                           |
| Opportunities in the arts   | Excellent         | Up from Good                 | Good  | Good                            |
| Parents attending conferences   | 99.0%             | Up from 90.0%                | 99.0%   | 99.0%                           |
| SACS accreditation  | Yes               | No change                    | Yes   | Yes                             |
| Character development   | Excellent         | No change                    | Good  | Excellent                       |

\* Prior year audited financial data are reported.

|   | <b>Our District</b>    | <b>State</b>               |
|---|------------------------|----------------------------|
| Classes in low poverty schools not taught by highly qualified teachers  | N/A                    | 6.2%                       |
| Classes in high poverty schools not taught by highly qualified teachers | 24.0%                  | 10.2%                      |
|   | <b>State Objective</b> | <b>Met State Objective</b> |
| Classes not taught by highly qualified teachers in this school          | 0.0%                   | No                         |
| Student attendance in this school                                       | 94.0%*                 | Yes                        |

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Ridgeland Elementary School has completed its last year of Comprehensive School Reform with Modern Red Schoolhouse and is now initiating sustainability efforts to assure that student achievement steadily progresses toward state goals set for 2010. In particular, task force implementation in the three areas of leadership, parent-community involvement and curriculum and instruction will be strengthened to enhance student growth.

Maintaining stability at the school in terms of principal and teacher retention was primary in our needs assessment. We will have the same leadership in place in terms of the principal and assistant principal, and teacher retention is quite high this year with the loss of only six certified teachers.

In addition to performances by our newly formed Show Choir and Glee Club, we enjoyed many learning experiences this school year including three dramatic presentations, one of which featured A Christmas Carol brought to us through local sponsors of the arts; a native American lecture and tribal dance seminar; a fantastic May Day Festival sponsored by our PTA; and, our first ever trilogy of fourth-grade events including a Mother-Daughter Tea, a Father-Son cookout and last, a fantastic Promotion Celebration. We thought it important to celebrate the departure of our fourth graders who are going on to become Ridgeland Middle School Raiders as fifth graders. We published our very first RES Yearbook this year to record the many memories we shared.

This was a great year for RES!

Dana Cash, SIC Chairperson  
Cornelia Hall, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 46       | 0         | 0        |
| Percent satisfied with learning environment            | 63.0%    | N/R       | N/R      |
| Percent satisfied with social and physical environment | 45.7%    | N/R       | N/R      |
| Percent satisfied with school-home relations           | 27.9%    | N/R       | N/R      |

\*Only students at the highest elementary school grade level at this school and their parents were included.